Lesson Plan Format

What Do I Know About Westward Expansion?

Teacher Candidate \_Maria Pacheco\_\_ Grade Level\_4th\_\_\_ Date of lesson\_\_\_11/18/11\_

Content Standards: State the unit goal and identify one or two primary local, state or national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

Illinois Learning Standards Addressed:

* Language Arts 3.B.1a: Use prewriting strategies to generate and organize ideas (e.e., focus on one topic; organize writing to include a beginning, middle, and end; use descriptive words when writing about people, places, things, events).
* Language Arts 4.B.2c: Students will use speaking skills and procedures to participate in group discussions.
* Visual Arts 27.B.1: Students will be able to know how images convey stories about people, places, and times.
* Fine Arts 27.B.2: Students will be able to identify and describe how the arts communicate the similarities and differences among various people, places, and times.
* History 16.D.2a: Students will describe the various individual motives for settling in colonial America.
* History 16.D.2b: Students will describe the ways in which participation in the westward movement affected families and communities.
* Students will get opportunities to collaborate and interact with their classmates during group work and class discussions. Targeted skills will also include a general understanding of westward expansion and an overview of what it entailed.

Learner Background: Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

* Students will be able to describe reasons as to why people move (economic reasons, search for a different community, environmental factors etc.)
* Students will be able to explain that as a result of people moving west, many things were created to allow the west turn into large cities, such as the railroad and the pony express.

Student Learning Objective(s): Identify specific and measurable learning objectives for this lesson.

* Students will be able to visualize what the American West looked like and the different way of life during the westward expansion era through the photographs and photos presented.
* Students will be able to develop a brief overview of the history of westward expansion.
* Students will be able to brainstorm what they know about westward expansion and what they want to know.

Assessment: How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* Students will be informally assessed on their participation and cooperation during the lesson.

Materials/Resources: List the materials you will use in each learning activity including any technological resources.

* Artwork
* Large piece of white paper (may be several sheets taped together or one large sheet)
* Large-tipped permanent marker
* School House Rock! Video “America Rock”
* Television with VCR player
* Computer with Power Point capabilities
* [http://www.umsl.edu/~woodcock/exhibits/image and imagination/index.html](http://www.umsl.edu/~woodcock/exhibits/image%20and%20imagination/index.html)
  + This website contains all the information and artwork for the art section of this lesson.
* America Rock: School House Rock! Videocassette. Disney Studios, 1997.
* <http://edtech.kennesaw.edu/web/westward.html>

Teaching Model/Strategy

Accurately names model/strategy; Explains WHY this model/strategy is chosen for these learners; Explains how model/strategy lends itself to learning this content, these skills and/or dispositions.

* Inquiry: I chose inquiry based because students will analyze photos that depict the era of the westward expansion. Though out the unit students will continue to add to the KWL as they inquire future information on the westward ho. This lesson is used as a stepping stone that leads to more in-depth and critical thinking activities regarding westward movement as the unit progresses.

Learning Activities:

Initiation: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* Play the song “Elbow Room” from the “America Rock: School House Rock!” video. Discuss the song with the students. What happened in the song? Why did we move west? What do they think is going to happen in the future? Will people live on the moon?

Lesson Development: Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* I will use a large piece of paper and separate it into three columns. Label the columns “K”, “W”, and “L”.
  + I will ask the students to tell me what they already know about westward expansion. As students give information, the teacher will write it in the “K” column.
  + After that, I will ask the students what they want to learn about westward expansion. As students list things, I will write them in the “W” column.
  + I will explain that “K” is for what the students already KNOW. “W” is for what the students WANT to know, and “L” will be used at the end of the unit for students to list what they have LEARNED.
  + I will explain that a KWL chart may be used in many different ways and for many different topics.
  + I will then tell the students to be thinking about what they will put in the “L” column at the end of the unit. (At the end of the unit, the teacher will revisit the KWL chart and the students will tell the teacher what they have.
* I will give a PowerPoint presentation on the history of Westward expansion.
  + This history will include information on the time period in which people moved west, why they moved west, how they traveled, where they traveled to, and any other information that I find relevant.
* After working on the KWL chart, I will present photographs and pictures that depict the westward expansion era.
  + The artworks will represent things, such as documentation of the westward expansion, unseen landscapes of the time period, and Native Americans.
  + Together the class will view the art pieces and discuss them. I will explain that as America expanded westward, artists provided images that would make these unexplored regions and frontier cities visible to an eager audience in the East.
  + Lastly, I will mention the fact that artists have presented very different perspectives on Native American life and the images they are viewing in class do not represent all of the perspective, rather they are a small sample.

*To address multiple learning styles in the classroom, the teacher can provide a copy of the power point presentation slides for each student or those that would like one.*

*For those students who have trouble speaking up in class or need additional time to think of questions for the KWL chart, the teacher can provide them the option of submitting questions into a question box which would be left out throughout the day and/or the whole unit.*

Closure: Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* As a closing, the class will fill out the rest of the chart; what they learned from the lesson (L-Section).

Individuals Needing Differentiated Instruction: Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction in this lesson to meet this need. |
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Reflection on Practice:

Student Achievement:

Specifically analyzes student learning *for each SLO*. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

Teacher Efficacy: (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* and b) *long range*?

4) Briefly describes ONE *reasonable* *alternative approach* that could be used to achieve these same SLOs?